

**THE INFLUENCE OF USING BUZZ GROUP TECHNIQUE TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF  
THE TENTH GRADE OF SMA N 1 CUKUH BALAK TANGGAMUS  
IN THE ACADEMIC YEAR OF 2018/2019**

**A Thesis**

Submitted as a Partial Fulfillment at the Requirements for Degree  
of Bachelor of English Education

**By**

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2018**

## **ABSTRACT**

### **THE INFLUENCE OF USING BUZZ GROUP TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF TENTH GRADE OF SMAN 1 CUKUH BALAK TANGGAMUS IN THE ACADEMIC YEAR OF 2018/2019**

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The aim of the research is to know whether there is an influence of using buzz group technique towards students' speaking ability at the first semester of the tenth grade of SMAN 1 Cukuh Balak Tanggamus in the academic year of 2018/2019. Based on the preliminary research, it showed that the students' speaking ability at the tenth grade of SMAN 1 Cukuh Balak Tanggamus were still low. It can be seen from the students' speaking score which shows that there were 70% of students who got score under the criteria of minimum mastery. The criteria of minimum mastery in SMAN 1 Cukuh Balak Tanggamus is 70.

In this research, The writer applied quasi experimental design. The population of this research was the tenth grade of SMAN 1 Cukuh Balak Tanggamus. There were four classes of 122 students. The writer took the sample by using cluster random sampling technique, the sample were X MIA 1 as experimental class X MIA 2 as control class. In collecting the data, the writer used oral test instruction for pre-test and post-test with the topics about describing people, tourism place and historical place.

After giving the post-test, the writer, then analyzed the data using independent sample t-test formula. After doing the hypothetical test, it was obtained the result of  $t_{test}$  was 4.9820 and the result of  $t_{critical}$  with the level of significance 0.05 was 2.00. The criteria to know the hypotheses is accepted or not, was  $t_{observed}$  higher than  $t_{critical}$  ( $t_{observed} > t_{critical}$ ). From this statement, it is clear that 4.9820 is higher than 2.00. This result means there is an influence of using buzz group technique towards students' speaking ability at the tenth grade of SMAN 1 Cukuh Balak Tanggamus.

**Keywords:** *Buzz Group Technique, Students' Speaking Ability*





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## MOTTO

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اتَّقُوا اللّٰهَ وَقُولُوْا قَوْلًا سَدِيْدًا ﴿٧٠﴾ يُصْلِحْ لَكُمْ  
اَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوْبَكُمْ وَمَنْ يُطِيعِ اللّٰهَ وَرَسُوْلَهُ فَقَدْ فَازَ فَوْزًا  
عَظِيْمًا ﴿٧١﴾

“O you who believe, fear Allah, and (always) say a word directed to the right: that he may make your conduct whole and sound and forgive you your sins: he that obeys Allah and his messenger, has already attained the highest achievement.”<sup>1</sup>

[ Al-Ahzab:70-71)



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<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text with English Translation*, New Johar Offset Printers, India, 2006),p.160

## DECLARATION

Hereby, I state this thesis entitled “The influence of using Buzz Group technique towards students’ speaking ability at the first semester of the tenth grade of SMAN 1 Cukuh Balak Tanggamus in the academic year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung,  
Researcher

August 2018

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## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Zulkarnaen and Mrs Zahro who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved husband, Imron Zaiin, A.Md, who have motivated and prayed for me a lot, thank you for your help and love. I love you so much.
3. My beloved brothers, Romi Ridwan, Azmar, Eko, Subhan and sisters Yuli Yanti, Normayana (the late), who always support and advice, motivate and pray for me.
4. My beloved friends, Maretha Indri Lestari, S.Pd and MiraYana S.Pd, who always give their motivation and support for my success. Thank you so much for your help.
5. My beloved elementary, junior and senior high school teachers.
6. My beloved almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

The name of the researcher is Hasanah. She was born in Badak, Limau Tanggamus on July 28<sup>th</sup>, 1993 from the couple of the late Mr. Zulkarnain and Mrs. Zahro. They always pray for the researcher and the researcher hopes may Allah forgive them Amin. The researcher is the fourth child of seven children, she has two sisters and four brothers, and she lives in Cukuh Balak Tanggamus.

Her education started at SDN 1 Badak Tanggamus and finished in 2005, in the same year she entered SMPN 1 Limau Tanggamus and finished 2008. Then, she continued her study to SMAN 1 Limau Tanggamus and graduated in 2011. After graduating from high school, in the same year, she continued her study to Academy of Midwife Program and finished in 2012. The researcher had worked for one and half year in one of the hospital in Bandar Lampung. On February 2014 she has continued her study to UIN Raden Intan Lampung as an S1 degree student of Tarbiyah and Teacher Training Faculty Majoring in English Education Study Program.



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When finishing this thesis, the researcher has obtained so much help, assistance, aid support and many valuable things from various sides. Therefore, the researcher would like to thank the following people for their ideas, time and guidance in completing this thesis:

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2. Meisuri, M.Pd, the chairperson of English Education Study Program UIN Raden Intan Lampung.
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5. All lecturers of English Education Department in UIN Raden Intan Lampung who taught the researcher since the first year of her study.
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7. The last, the researcher would like to say thanks to all friends of class E in English Education department who cannot be mentioned individually here.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, she truthfully welcomes criticism and suggestion from the readers to enhance the quality of this thesis to be better.

Bandar Lampung, August 2018

The Researcher,

Hasanah  
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## CHAPTER 1 INTRODUCTION

### A. Background of the Problem

Language is one of the most important things in communication and it is used as a tool for communication among people in the world. Human being uses language to communicate each other. By using language, they will understand the messages that are given or sent by others. The existence of language becomes essential; it helps people to express their ideas and feelings. Hence, the presence of language has overcome people's problems to express and share their feelings, ideas and knowledge to others.

According to Harmer, language is used widely for communication between people to share the same first ( or even second ) language.<sup>1</sup> It means that language is a tool of communication to express what we thought. According to Tarigan, language is the ability to pronounce the sounds of articulation or words to express or convey thought, ideas and feeling.<sup>2</sup> The definition clearly shows that talking with regard to the pronunciation of words that aims to deliver what will be delivered either feeling, idea or ideas for listeners to understand what the speaker means.

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<sup>1</sup>Jeremy Harmer, *The Practice of Language Teaching*, (4<sup>th</sup> Ed), (London: Longman, 2007), p.13.

<sup>2</sup> Hendry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Revised Ed), (Bandung: Angkasa Press, 2008), p.16



There are many languages in the world. They have different pronunciation, writing and grammar. Although we have different language, it does not mean that people cannot communicate and interact with other in the world. Al-Qur also says in Q.S Al-Hujarat:13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that they may know each other (not that ye may despise (each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”.<sup>3</sup>

Quraish Sihab said, “The above verse emphasizes the need for mutual know, introduction was needed to pull each other lessons”.<sup>4</sup> Based on that verse, Allah has commanded everyone to know each other although they have different language, gender and tribes. One of ways that can help someone to know and communicate with other is language. There are many languages in the world, one of them is English. English is an international language.

In Indonesia, English is learned as the first foreign language. English generally has been learned by students since they were in the basic level of education.<sup>5</sup> Although the position of English is only as a foreign language. It means

<sup>3</sup> Talal Itani, *Quran English Translation*, (Beirut: Clear Quran Publication, 2001), p.271.

<sup>4</sup> Quraish Sihab, *Tafsir Al-Misbah*, (Jakarta: Lentera Hati, 2002), p.61

<sup>5</sup> Nury Supriyanti and Anita Triastuti, *Teaching English as Foreign Language Methodology*, (Yogyakarta: Universitas Negeri Yogyakarta, 2008), p.3.

that English is only used in certain situation, not in the daily life. Nevertheless, English has an important part in our education. English becomes one of the requirements subject of final examination that should be passed by students. It proves that how important English is to be learned.

English is an international language. There are various function in different countries. Some countries use English as the first language, some others use it as second language. The ability to mastering English is very important in global area because English takes up a very important position in almost any sectors of use such as business, commerce, academic field, technology and so on. It is supported by Hutchinson and Waters who state that English is an important language that used by many people to communicate each other in the world. Learning English as foreign language is very important since English is the key to the international currencies of technology and commerce.<sup>6</sup>

English has four skills. They are listening, speaking, reading, and writing. All of these skills should be mastered by students and teachers. These skills are always connected one to another.<sup>7</sup> For example, speaking is related to listening. Speaking has a quite important role in the transferring of the information, which is direct way of giving information from the speaker to the listener. That is why English learning is

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<sup>6</sup> Tom Hutchinson and Alan Waters, *English For Specific Purpose-A Learning-Centered Approach*, (Cambridge: Cambridge University Press, 1987), p.6

<sup>7</sup> Hendry Guntur Tarigan, *Op.Cit*, p.2



expected to develop all skills in English so that the students are able to communicate in English as well in certain literacy degrees.

According to Thornbury, speaking is so much a part in daily life that people take it for granted.<sup>8</sup> It means that speaking is a way to communicate one to another. As social human being, communication plays an important role to get response from the others. Speaking is an effective and efficient way used in real communication. Therefore, speaking is one of four skills which has important role in our daily life, even as a main skill in communication among human beings.

Based on the preliminary research on October, 9<sup>th</sup> 2017, by interviewing the English teacher of tenth grade of SMAN 1 Cukuh Balak Tanggamus, Mrs. Silahana, she said that most of the students at the tenth grade of that school still found difficulties in English speaking. It can be seen from the result score of speaking ability that given by the teacher (table 1). The teacher also said that the students felt difficult to express their ideas orally, then the students are shy to speak with their friend. Besides, they did not have competence to speak English.<sup>9</sup> The score of students' speaking ability can be seen in table 1.<sup>10</sup>

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<sup>8</sup> Scott Thornbury, *How to Teach Speaking*, (London:Longman,2005), p.1

<sup>9</sup> Silahana, *Interview with the English Teacher of SMA N 1* (Cukuh Balak Tanggamus, on Monday, October, 9<sup>th</sup> 2017), Unpublished.

<sup>10</sup> Silahana, *The Teacher Documentation*, October 09<sup>th</sup> 2017, Unpublished.

**Table 1**  
**Students' Speaking Score of Tenth Grade Students of SMAN 1 Cukuh Balak**  
**Tanggamus in the Academic Year of 2018/2019**

No	Class	Score		Total
		< 70	≥ 70	
1	X .IIS 1	19	8	27
2	X .IIS 2	19	8	27
3	X. MIA 1	23	11	34
4	X. MIA 2	24	10	34
<b>Total</b>		<b>85</b>	<b>37</b>	<b>122</b>
<b>Percentage</b>		<b>(70%)</b>	<b>(30%)</b>	<b>100%</b>

Source: *Teacher Documentation of SMAN 1 Cukuh Balak Tanggamus*

The criteria of Minimum Mastery (KKM) at SMAN 1 Cukuh Balak is 70. From the table 1 it can be seen that students got score under 70 were 70%. It means that there were still many students who were unable to pass the KKM. In the other word, the students score of tenth grade at SMAN 1 Cukuh Balak Tanggamus was still low especially in speaking ability.

In addition, by interviewing 60 of 122 tenth grade students of SMAN 1 Cukuh Balak Tanggamus, it was found that most of the students still found difficulties in speaking. There are many factors that cause their difficulties such as they are afraid of making mistake, did not have rich vocabulary, felt nervous and bored because the teacher did not apply attractive technique in teaching speaking. on the other hand, in teaching the use of interesting technique was rarely used because the teacher only used dialogue memorization in teaching speaking.

Larsen-Freeman states that dialogue memorization is dialogues or short conversations between two people are often used to begin a new lesson. Students



memorize the dialogue through mimicry.<sup>11</sup> It means that the students' activities in the classroom only read the dialogue given by the teacher, wrote its meaning, memorized it and then practiced it in front of the class with their friend. That is why the researcher concluded that the other factor that caused students speaking ability was low is the technique that teacher use is not vary.

From the explanation above, the researcher found that in learning teaching process, the causes of the students' problem in speaking ability were still low because the teacher did not use a variety of techniques that made students were not interested in speaking. To overcome this problem, the teacher as a great educator must be able to find best solution by applying a great technique in teaching speaking process. The technique that should be used by teacher is the technique to make the students be active, feel comfortable and explore their ideas in speaking class. To explore their ideas, it is good to put the learners into small group so that they can get more speaking practice.

To help that problem, the researcher suggest a technique that can be used to teach speaking in the classroom. The technique is buzz group technique. Buzz group is one of the discussion technique in which students are devided into several groups to response the question that are given.

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<sup>11</sup> Diane Larsen-Freeman, *Technique and Principle in Language Teaching*, (2<sup>nd</sup> Ed), (New York: Oxford University Press, 2000), p. 47

According to Harmer, one of the reason that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they can not, anyway, confidents of the language they might use to say it. Buzz group is one way in which a teacher can avoid such difficulties.<sup>12</sup> All it means is that students have a chance for quick discussion in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talked in front of the whole class, the stress level of that eventual whole class performance is reduced. Therefore, it can improve students speaking ability.

According to Brown and Atkins, Buzz group is a simple and effective technique of involving students which is the teacher sets a problem or a discussion topic and invites the students to form groups of three or four to discuss or solve the problem set.<sup>13</sup> Meanwhile Barkley *et al.* stated that buzz group technique is a team of four to six students that is formed quickly and extemporaneously to respond to course related questions in order to get ideas that are generated with the feedback and discussed by whole group.<sup>14</sup> It means that buzz group is small group to solve the problem in task. All members in group contribute their ideas, so they should work together to explore and pour their ideas in the form of speaking. Buzz group is useful

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<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (3<sup>rd</sup> Edition, Completely Revised and Updated), (Cambridge: Longman, 2001), p. 272

<sup>13</sup> George Brown and Medeleine Atkins, *Effective Teaching in Higher Education*, (London: Routledge, Taylor and Francis Group, 2002), p.29

<sup>14</sup> Elisabeth E. Barkley, *et al.*, *Collaborative Learning Technique a Handbook For College Faculty*, (San Fransisco: Jossey-Bass, 2005), p.112.



to develop highly creative solution to a problem and then give expression about their opinion to others. After getting the result of discussion, each group shares to whole-class and other groups give feedback about it.

Related to Buzz Group technique, Indah as previous researcher had conducted this technique in teaching speaking using buzz group. In her research, she was going to investigate teaching using the buzz group technique to know whether it can improve students' speaking ability of the second year students of MA Dar-El Hikmah Boarding School Tampan Pekan Baru or not, and to know the strength and the weakness of teaching speaking using buzz group technique. The result of the research shows that the buzz group technique could improve the students' speaking ability.<sup>15</sup>

According to Sengbounthanh also as a previous researcher in her undergraduate thesis, she had applied Buzz Group technique in teaching speaking, she states that the students get good speaking ability after being taught using Buzz Group. The students' speaking ability improved and was significantly better than before teaching using Buzz Group. As a result, teaching speaking using Buzz Group

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<sup>15</sup> Refita Indah, *The Effect of Using Buzz Group Technique Towards Students' Speaking Ability of Second Year Students at MA Dar- El Hikmah Biarding School Tampan Pekan Baru*, Available on: <http://repository.uin-suska.ac.id/9516/> Accessed on October 15<sup>th</sup> 2017

is effective to teach English, especially for the students' speaking ability. Thus, it can be a reference activity to teach English.<sup>16</sup>

There are some differences and similarities between previous researches and present research. In the first previous research above, the research had been done at MA Dar-El Hikmah Boarding School, Tampan Pekan Baru and the material was about Spoof Text. Whereas in the present research, the research had been done at SMAN 1 Cukuh Balak Tanggamus. In the second previous research, the use of buzz group to improve students' speaking ability in a classroom action research and using procedure teks as a material. Meanwhile, in the present research, the used of buzz group in teaching speaking as a quantitave research and the material is about descriptive teks.

Based on the explanation above, the researcher was interested to do a research entitled **“The Influence of Using Buzz Group Technique toward Students' Speaking Ability at the First Semester of Tenth Grade Students at SMAN 1 Cukuh Balak Tanggamus in the Academic Year of 2018/2019.”**

## **B. Identification of the Problem**

Based on the background of the problem, the researcher identified the problems as follows:

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<sup>16</sup> Khampheng Sengbounthan, *Improving the Students' Speaking Skill by Using Buzz Group*, (A Classroom Action Research at the First Semester of Seventh Grade of Nong Bone Public High School in Laos in the Academic Year of 2010/2011), Available on <https://eprints.uns.ac.id/9041/> Accessed on November 12<sup>th</sup> 2017.

1. The students feel that English lesson is difficult.
2. The students' speaking ability was still low.
3. The students get bored in learning English.
4. The technique that teacher used is not vary.

### **C. Limitation of the Problem**

Based on the background of the problem and identification of the problem, the researcher focused on using Buzz Group Technique towards students' speaking ability. The researcher limits the material focused on Describing People, Tourism Place and Historical Place. Because it is in accordance with the syllabus for SMA and taught at the first semester of the tenth grade of SMAN 1 Cukuh Balak Tanggamus in the academic year of 2018/2019. Moreover, the researcher focused on students' speaking ability.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problem as follows:

Is there any significant influence of using Buzz Group Technique toward Students' Speaking Ability at the First Semester of Tenth Grade of SMAN 1 Cukuh Balak Tanggamus in the Academic Year of 2018/2019?



### **E. Objective of the Research**

The objective of the research was to know whether there is a significant influence of using Buzz Group Technique towards students' speaking ability at the first semester of Tenth grade of SMAN 1 Cukuh Balak Tanggamus in the academic year of 2018/2019.

### **F. Uses of the Research**

The uses of the research are as follows:

#### **1. Theoretically:**

- a. To give information to the English teacher of SMAN 1 Cukuh Balak Tanggamus about the influence of using Buzz Group Technique toward students' speaking ability
- b. To give motivation to the students of SMAN 1 Cukuh Balak Tanggamus in studying English, especially in English speaking.

#### **2. Practically:**

- a. For the teacher, to give information to the English teacher SMAN 1 Cukuh Balak about teaching English by using buzz group technique and its influence toward students' speaking ability
- b. For the students, it is expected that the students will enjoy in the learning process especially in English speaking.

## G. Scope of the Research

According to the title, the scope of the research could be described as follows:

### 1. Subject of the Research

The subject of the research was the students of tenth grade of SMAN 1 Cukuh Balak Tanggamus in the academic year of 2018/2019

### 2. Object of the Research

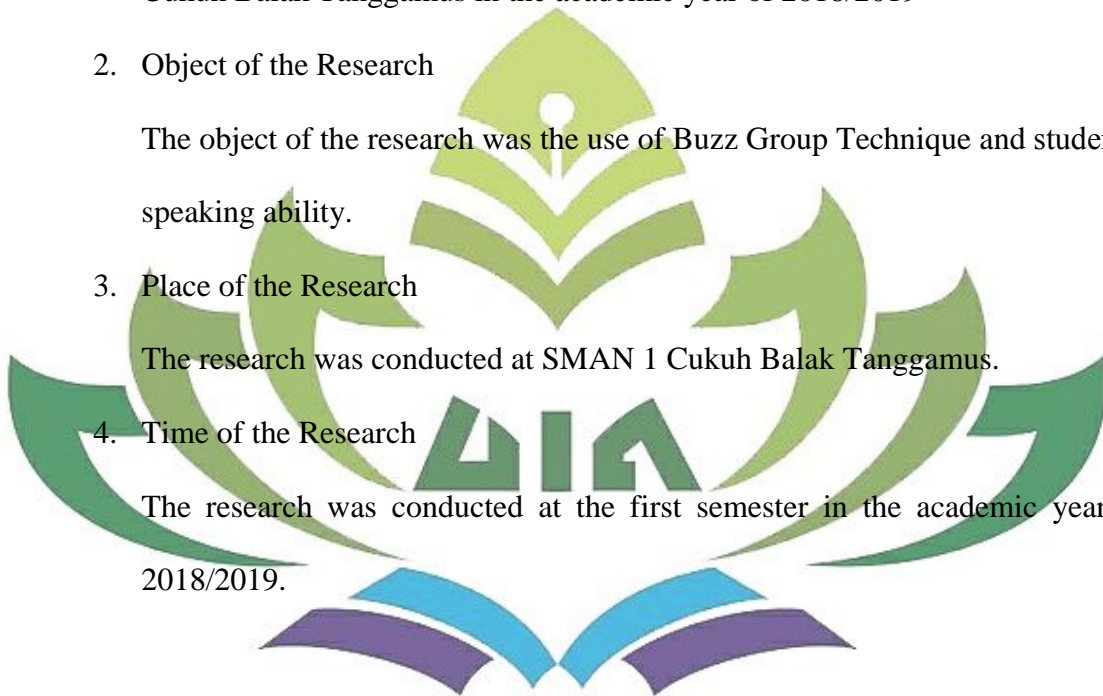
The object of the research was the use of Buzz Group Technique and students' speaking ability.

### 3. Place of the Research

The research was conducted at SMAN 1 Cukuh Balak Tanggamus.

### 4. Time of the Research

The research was conducted at the first semester in the academic year of 2018/2019.



## CHAPTER II THEORETICAL FRAMEWORK

### A. Frame of Theory

#### 1. Concept of Speaking

##### a. Definition of Speaking

Speaking is an important skill that the students have to be mastered. It is because in speaking we can know the students ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly they want to convey something important. For example, they want to utter their feeling and thoughts. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Bashir *et al.*, said that speaking is an activity to produce utterance to oral communication.<sup>1</sup> It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react whether they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should make students active in speaking by

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<sup>1</sup> Marriam Bashir *et al.*, *Factor Effective Students' English Speaking Skills*, British Journal of Arts and Social Science. Available on: [http://www.bjournal.co.uk/paper/bjass\\_2\\_1/bjass\\_02\\_1\\_04.pdf](http://www.bjournal.co.uk/paper/bjass_2_1/bjass_02_1_04.pdf). Accessed on March, 3<sup>rd</sup> 2018.



providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to Kathleen, speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.<sup>2</sup> It means that speaking is one of skill which is used to communicate to other in order to convey information, and the primary purpose is to establish and maintain social relations. It stated in the Holy Qur'an Surah An-Nisa verse 9 as follows

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَةً ضَعِيفًا خَافُوا عَلَيْهِمْ  
فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٩﴾

“And let those fear who, should they leave behind them weakly offspring, would fear on their account, so let them be careful of (their duty to) Allah, and let them speak right words.” (An-Nisa: 9)

The verse shows that Islam gives high attention to speaking. It explains about how speaking must be clear and true.

From those theories, the researcher concluded that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

## **b. Speaking Ability**

Speaking ability can be categorized as an important aspect and beneficial skill in learning language. It is a part of the goal in learning English in the curriculum

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<sup>2</sup> M. Bailey Kathleen, *Practical English Language Teaching Speaking*, (New York: Mc Graw-Hill Companies, 2000),p. 25

besides writing, reading and listening. It is supported by Paulston and Bruder who said that Speaking ability has to be taken as an objective in language teaching.<sup>3</sup> It means that in learning English students are not only focused in listening, reading and writing, the learners should also master speaking as one of the goals of learning English. As we know, students' speaking ability is students' capacity to express their opinion, ideas, feelings, and experiences using English with good grammar, pronunciation, fluency, vocabulary, and comprehension. It stated in Hadits, when Prophet Muhammad was communicating to some people, his utterances could be understood clearly by them.

وَعَنْ عَائِشَةَ قَالَتْ : كَانَ كَلَامُ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كَلَامًا فَصْلًا [كَلَامَ فَصْلٍ] يَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ (رواه أبو داود)

Speaking should be clear, from Aisyah r.a said that the utterance of the great messenger is a clear pronunciation (his utterance is very clear) that is understandable for every people who listened him (Abu Daud). In speaking skill there is pronunciation in utterances that must be mastered because it has an effect for communication especially to deliver our message or idea.

Speaking ability is the ability in producing a language. The students must practice in their daily activities because speaking ability is verbal intelligence. This is

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<sup>3</sup> Christiana Bratt Paulston and Mary Newton Bruder, *Teaching English as Second Language: Technique and Procedure*, (Cambridge: Winthrop Publisher, INC, 1976), p.55

supported by Broughton *et al.*, who state that it is important that students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.<sup>4</sup> It means that speaking ability is a form of productive skill verbally which the students can practice the English speaking naturally based on the context.

Speaking ability cannot be assessed by time. According to Luoma, speaking is an important skill of the curriculum in language teaching, and it also makes them an important object of assessment. Assessing speaking is challenging, because there are so many factors that influence our impression of how well someone can speak a language.<sup>5</sup> It means that speaking ability can be assessed appropriately based on its scale or scoring rubric. In this research, the researcher used oral English rating sheet that is supported by Brown. The criteria of the rating Sheet Score are:

1. Vocabulary
2. Grammar
3. Pronunciation
4. Comprehension
5. Fluency.<sup>6</sup>

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<sup>4</sup> Geoffrey Broughton, *et al.*, *Teaching English as a Foreign Language*, (2<sup>nd</sup> Ed), ( New York: Routledge, 1980), p.82

<sup>5</sup> Sari Luoma, *Assessing Speaking*, (Cambridge:Cambridge University Press, 2004), p.1

<sup>6</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York:Longman, 2003),p.172



Based on the those explanations, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence, which can be measured by five criteria: vocabulary, grammar, pronunciation, comprehension and fluency.

### **c. Teaching Speaking**

Teaching speaking is an activity done by English teachers. They should transform their knowledge about speaking to their students in order to make the students know the way how to speak well. In teaching speaking, all English teachers should encourage the students to do speaking task. There are basic reasons why it is a good idea to give students tasks which provoke them to use all and any language at their command as follows:

#### **1. Rehearsal**

Getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. Having them take part in a role play at an airport check in desk allows them to rehearse such real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place. Instead, it is a way for students to ‘get the feel’ of what communicating in the foreign language really feels like.

## 2. Feedback

The students are trying to use all and any language they know in providing feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having, (that is a good reason for boomerang lesson).

## 3. Engagements

All students are participating fully-and if the teacher has set up the activity properly, then give sympathetic and useful task (role play, discussion, and problem solving) are intrinsically enjoyable in themselves.<sup>7</sup>

Speaking activities can give the students enormous confidence and satisfaction. In addition, Ur states that, there are four characteristics of successful speaking activity.

- a. **Learners talk a lot.** As much as possible give the learner speaking activity in the classroom.
- b. **Participation is even.** Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions their opinion are fairly evenly distributed.

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<sup>7</sup> Jeremy, Harmer, *How to Teach English, An Introduction to the Practice of English Language Teaching*, (Cambridge : Pearson Education, 1998), p.87

- c. **Motivation is high.** Learners are eager to speak: once they are interested in the topic and have something new to say about it. Or because they want to contribute to achieving a task objective.
- d. **Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily to understand of each other.<sup>8</sup>

Based on the explanation above, it can be concluded that in teaching speaking, it is good to put students into a group, such as role play, discussion and problem solving, so that students can get the feel of what communicating in the foreign language really feels like. In addition there are four characteristics of successful speaking activity, such as learners talk a lot, participation is even, students have high motivation and students language are in acceptable level.

#### **d. Activities to Promote Speaking**

There are many activities to promote speaking. As Kayi inferred from many linguistics on her article in the internet on Teaching English as a Second Language (TESL) journal, there are thirteen activities to promote speaking, the activities are as follows:

1. Discussion

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<sup>8</sup> Penny Ur, *A Course in Language Teaching, Practice and Theory*, (Cambridge: Cambridge University Press, 2009), p.120



After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

## 2. Role play

Students pretend they are in various social context and have a variety of social roles.

## 3. Simulation

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

## 4. Information Gap

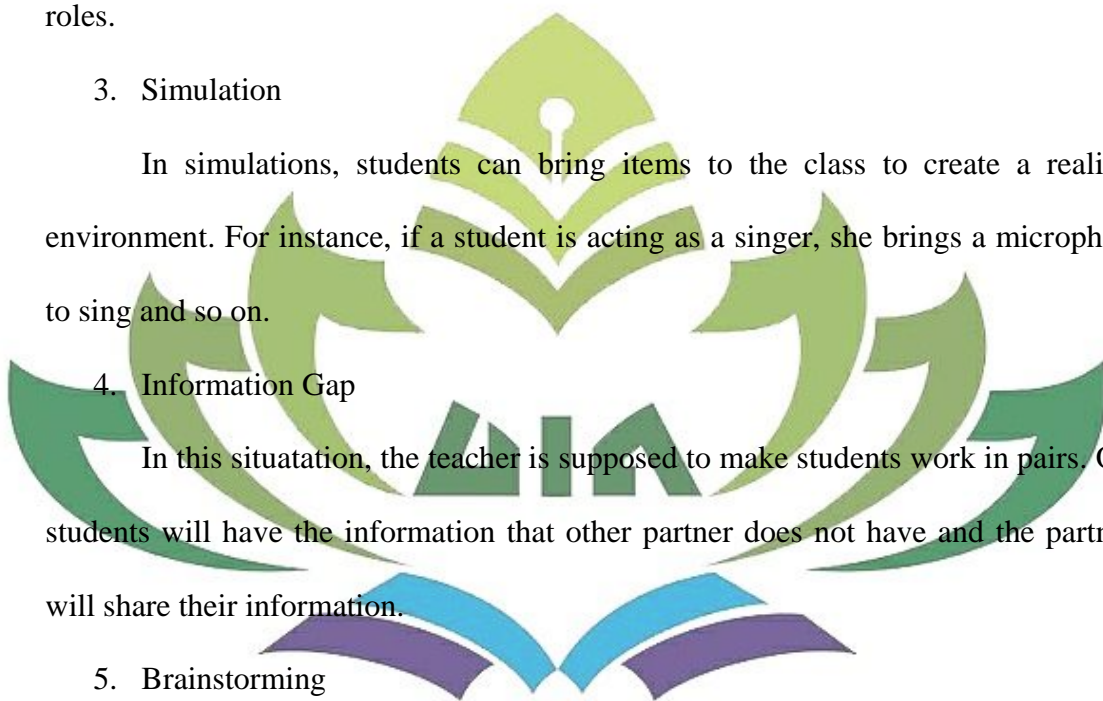
In this situation, the teacher is supposed to make students work in pairs. One students will have the information that other partner does not have and the partners will share their information.

## 5. Brainstorming

This activity usually done before teaching learning process. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

## 6. Story telling

Students can summarize a tale or story they heard from their friend, or they may create their own stories to tell tell their classmates. With story telling, the students will have creative thinking.



## 7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

## 8. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

## 9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

## 10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher.

### 11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

### 12. Picture describing

In this activity, students can form groups, the teacher can give each group a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their rubric speaking skills.

### 13. Find the Differences

For this activity, students are asked to work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the picture.<sup>9</sup>

Based on the explanation above, there are some activities to promote speaking: discussion, role play, simulation, information gap, brainstorming, story telling, interview, story completion, reporting, playing cards, picture narrating,

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<sup>9</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (Nevada:University of Nevada, 2006), The Internet TESL Journal, Vol. XII, No.11, November 2006. Available on [http://iteslj.org/Articles/Kayi-Teaching\\_Speaking.html](http://iteslj.org/Articles/Kayi-Teaching_Speaking.html). Accessed on March, 29<sup>th</sup> 2018



picture describing, and find the difference. In this research, the researcher will focus on discussion and using picture describing with buzz group technique.

## **2. Concept of Buzz Group**

### **a. Definition of Buzz Group**

In learning process teacher should be creative when giving the lesson to students, teacher can use technique for it. One of the techniques that can be applied in classroom especially speaking is buzz group technique.

Buzz group can be categorized as discussion activities because it asks the learners to work in small groups instead of by the whole class. It facilitates the learners to discuss the same issues or different issues that the teacher assigns. According to Harmer, one of the reasons that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they can not think of anything to say, and are not , anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.<sup>10</sup>

Buzz group is one way in which a teacher can avoid such difficulties. All it means that students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and

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<sup>10</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (3<sup>rd</sup> Edition, Completely Revised and Updated), (Cambridge: Longman, 2001),p.272

the language to express them with before being asked to talk in front of the whole class, the stress level of that eventual whole class performance is reduced.<sup>11</sup>

According to Lindsay and Knight, buzz group is helpful to give learners enough information about what they want to talk, and give them enough time to think about what they want to say.<sup>12</sup> In other words, it is a good idea to put the learners into groups so that they can get more speaking practice. It is supported by Ryan in Brewer, buzz groups are ideal for the exploration of topics and revelation of individual and collective opinion.<sup>13</sup> It means that buzz group is best to stimulate students' speaking ability, by collect their opinion in the form of speaking whether individually or collective opinion.

In addition, Barkley *et al.*, stated that buzz group is a team of four to six students that are formed quickly and extemporaneously to respond to course related questions in order to get ideas that are generated with the feedback and discussed by whole group.<sup>14</sup> It means that buzz group is small group to solve the problem in task. All member in group contribute their ideas, so they should work together to explore and pour their ideas in the form of speaking.

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<sup>11</sup> *Ibid*

<sup>12</sup> Cora Lindsay and Paul Knight, *Learning and Teaching English*, (New York : Oxford University Press,2006),p.66

<sup>13</sup> Ernest W. Brewer, *13 Proven Ways to Get Your Message Across*, (California: Corwin Press, INC,1997), p.76

<sup>14</sup> Elizabeth E.Barkley *et al.*, *Collaborative Learning Technique a Handbok For College Faculty*, (San Fransisco:Jossey-Bass, 2005),p.112.

Apparently, the technique known as “buzz group” was first used by Dr. Donald Phillips at Michigan State University. He would divide his large classes into six-member clusters and ask them to discuss a certain problem for six minutes. Now the use of buzz group is quite popular, and varying formats and arrangements have been introduced to add a great deal of flexibility to this type of discussing teaching.<sup>15</sup>

Because of the flexibility, buzz group cannot be narrowly defined. The name certainly can be applied whenever a large assembly of people is divided into small groups (usually of no less than three and no more than eight) which for a limited time simultaneously discuss separate problems or various phases of a given problem. If possible, recorders from each of the group report their findings to the reassembled large group.<sup>16</sup>

According to Brown and Atkins, Buzz group is a simple and effective technique of involving students which is the teacher sets a problem or a discussion topic and invites the students to form groups of three or four who discuss or solve the problem set.<sup>17</sup> It means that, buzz group is technique that is used to discuss task given by teacher, make students aware with their responsibility, teacher gives task to each

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<sup>15</sup> Ernest W. Brewer, *Op.Cit.*, p.74

<sup>16</sup> Khampheng Sengbounthanh, *Improving the Students' Speaking Skill by Using Buzz Group*, (Surakarta: S1 Thesis of Universitas Sebelas Maret Surakarta, 2011), p.49 Available on <https://eprints.uns.ac.id/9041/>

Accessed on November 12<sup>th</sup> 2017

<sup>17</sup> George Brown and Medeleine Atkins, *Effective Teaching in Higher Education*, (London: Routledge, Taylor and Francis Group, 2002), p.29



group so they can explain opinion to generate and develop their ideas especially in speaking form.

It is supported by Harmer, this is where students “buzz” or generate ideas, reaction, cues, or opinion quickly and informally.<sup>18</sup> It means that students discuss on a particular topic or different topics allotted to them, the discussion is informal and they exchange the ideas about topic. Buzz group serve as a warm-up to whole class discussion. They are effective or generating information and ideas in a short period of time. This technique could be used to speak-up on topic. So, teacher can give same or different topics in each group and students explore all in their mind. After that they can explain to whole-class about the result of discussion in small group.

According to Mason, Buzz Group is a question or statement which is displayed on a flipchart and participants generate their responses in small groups. Responses are listed and common responses are selected for discussion by the participants as a whole.<sup>19</sup> Beside, buzz group is one way in which the teacher can avoid the difficulties in discussion activity because the students have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class.<sup>20</sup>

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<sup>18</sup> Jeremy Harmer, *How to Teach Writing*, (London:Longman,2004),p.6

<sup>19</sup> David J Mason, *Trainer's Toolbox of Training Technique*. ( Nairobi : International Labor Organisation, 1995), p.13

<sup>20</sup> Jeremy Harmer, 1998, *Op Cit.*, p.87

In other words, it is a good idea to put the learners into groups so that they can get more speaking practice and speak spontaneously. In buzz group, the teacher can ask the students to describe or explain something based on a certain picture, and allow the learners to discuss it in group. One student should act as the group leader and keep the group focussing on the topic. Another students should act as the speaker and present the group's ideas after the group discussion. Then the teacher has to monitor the activity carefully and gives specific feedback on anything the learners have done well or any errors that need to be pointed out and corrected. However, for speaking assessment, every students has to convey the result of discussion in front of the teacher to get score and feedback from the teacher.

Based on the explanation above, the researcher concluded that buzz group is one of the discussion technique in which students are divided into several groups to response the question that are given. The aim is to make students have enough information and time to think what they want to talk, before any of them are asked to speak in public.

#### **b. Advantages of Buzz Group Technique**

Slattery and Willis explain that there are four advantages of using buzz group as an activity to teach speaking. Those are as follows :

1. The learners get more opportunities to speak.
2. The learners ask and answer questions actively.

3. The learners learn a lot from each other.
4. The learners gain confidence because they are speaking in private rather than to the whole class.<sup>21</sup>

It means that by using buzz group technique students are likely be able to speak up what are in mind without hesitation and shy. Since this technique require students to give opinion, consequently the students learn a lot from each other.

In addition, According to Brewer, the advantages of Buzz Group as follows:

- 1) It allows everyone's ideas to be expressed.
- 2) Participants learn to work in real-life situations where others' opinion are considered.
- 3) It sets the groundwork to get discussion started.
- 4) Because members are expressing opinions, it is good for dealing with conversial subjects.<sup>22</sup>

From the statement above, it can be concluded that in teaching learning process, the teacher is not only able to teach but also create an appropriate context and make the students active in joining the class, so that the students will not only be able to understand what they are learning but they are also able to give solution to a problem that faced by them. In addition, buzz group make use of real-life situations

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<sup>21</sup> Marry Slattery and Jane Willis, *.English for Primary Teachers*, (New York: Oxford University Press,2009),p.62.

<sup>22</sup> Ernest W. Brewer, *Op.Cit.*,p.75



that necessitate communication in which the others' opinion are considered. In this case, buzz group can be used for practical and potential means of assessing the students speaking ability to participate effectively in oral interaction. Therefore, by using buzz group, the students can be stimulated to speak, so they can solve their problem in speaking step by step.

### c. Disadvantages of the Buzz Group

According to Brewer, he mentioned the disadvantages of Buzz Group as follows:

- 1) Effectiveness of the group may be lowered by the immature behavior of a few.
- 2) It may not be effective for younger groups or groups that know each other too well to take each other's opinion seriously.
- 3) It can be time-consuming when dealing with very large groups.<sup>23</sup>

From the explanation above, it can be concluded that buzz group has less effective when it dealing with the large group and has lower effective by the immature behavior of few. To solve the problems the teacher needs to make the group smaller and give students understanding that they should discuss seriously. In addition, the group must be well prepared in order to keep the group on topic.

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<sup>23</sup> *Ibid*, p. 76

#### d. Procedure of Teaching Speaking Using Buzz Group

When the teachers want to apply buzz group to teach speaking, they should know the steps or the procedure to conduct it. Harmer explains that a procedure is a sequence which can be described in terms such as first you do this, and then you do that.<sup>24</sup>

According to Renner in Handoko, procedures of teaching speaking using buzz group as follows:

- a. Explain the procedure
- b. Form buzz group with specific direction – “turn to the people sitting near you”, or “get together with someone you know the least”.
- c. Describe the task, writing it on an overhead, so it is in plain view throughout the discussion so group can refer to it to stay on track.
- d. Specify a time limit – four to six minutes are typical time spans for small tasks.
- e. Ask for the recorders to be selected by the groups.
- f. Recommend a process of introduction and information sharing within the group.
- g. Monitor the process, circulating from group to group.

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<sup>24</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (4<sup>th</sup> Ed), (London:Longman,2007),p.62

- h. Act as timekeeper, announcing “ half-way through” or “two minutes remaining” remembering to be flexible!
- i. Invite the recorders to report, posting the summary sheets as you go along.
- j. Process the information. If you want people input, you need to acknowledge their contribution and then act on them.<sup>25</sup>

In addition, according to Barkley *et al.*, the procedures of teaching speaking using buzz group are as follows:

1. Form groups; announce the discussion prompts and time limit.
2. Ask group members to exchange ideas in response to the prompts.
3. Check periodically to see whether groups are still actively engaged and focused on the assigned topic.
4. Ask the students to return to whole-class discussion and restate the prompt to begin.<sup>26</sup>

According to the procedures above, on the first procedures the teacher will invite recorders to report the result of discussion. To assess students' speaking ability it is good to present the task individually, so that the teacher can get specific score for each student. On the second procedures, the teacher never provide a visual aid or visual material that give students clear instruction to do the tasks. Byrne explains that visual aids serve mainly to provide a clear contextual setting for the items being

<sup>25</sup> M. Dini Handoko, *Concept of Buzz Group*, in Journal Iqro Metro Lampung, March ,4<sup>th</sup> 2017. <http://iqrometro.co.id/concept-of-buzz-group.html>. Accessed on February, 20<sup>th</sup>, 2018.

<sup>26</sup> Elisabeth Barkley, *et al.*, *Op Cit.*, pp.112-113



taught, either to illustrate their meaning or to elicit responses that relate to what is shown in the picture.<sup>27</sup> Considering those problems the researcher modifies the procedures of using buzz group in teaching and learning speaking in the classroom. The steps are:

1. Divide the learners into small groups.

The size of the groups should be worked out in relation to the total number of students in the class. Byrne clarifies that as a general rule of buzz group, it could be said that there should be 5 to 8 students in each group and not more than 5 to 6 groups in the class.<sup>28</sup>

It means that it is better to the learners to rearrange chairs into five circles of approximately five people each so that they can work in group maximally. In this research, student was divided into five groups in each group has six to seven members.

2. Ask the learners to decide a group leader and a secretary of each group.

A group leader was appointed to keep the discussion on the target and involve at the members of the group. Byrne declares that the function of the group leader does not dominate the group but to coordinate the group activities and serve as a link between the group and the teacher.<sup>29</sup>

It means that the leader had to motivate the learners in group to convey their ideas in the group freely and to express their ideas in English. After deciding

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<sup>27</sup> Donn Byrne, *Teaching Oral English*, (London: Longman, 1999), p.88

<sup>28</sup> *Ibid*, p.77

<sup>29</sup> *Ibid*

a group leader, each group immediately select its own secretary who would be responsible to write the report of each learner.

3. Pose visual aid questions that should be discussed by the learners.

Here are the examples of questions :



Source: <https://www.google.com/search>

Discuss the questions:

1. Who is this man?
2. What is he like?
3. How tall is he?
4. What colour is his hair?
5. What colour is his eyes?
6. What's his nose like?

Now make up a story about the man orally

4. Ask a learner of each group to present the group's ideas or ask every student to summarize ideas in their own words orally.

The teacher can ask a learner as a representative to present the result of discussing. The teacher can assess the students' ability through the process of discussing. Another way, every learner has to explain his or her ideas orally so that the teacher can get a specific score of the learners. The use of discussing in buzz group is to help the learners to get more ideas so that they will be easier to response the questions.

## 4. Concept of Dialogue Memorization

### a. Definition of Dialogue Memorization

According to Izzan, Dialogue memorization technique is one of the pre-communicative activities. The students ask to memorize and practice the dialogue before the students are drilled about structure and vocabulary.<sup>30</sup> It satated that using dialogue memorization technique help the students to improve the fluency in speaking but it cannot be said to improve the students' competence in communication term, because the students just focus on dialogue.

According to Larsen-Freeman, dialogue memorization is dialogue or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimircy.<sup>31</sup> It means that the students will be drilled to pronounce the dialogue very well which it can be guided by the teacher, after that the students must be able to memorize the dialogue and practice the dialogue fluently.

In addition, Harris states, the activity of dialogue memorization is; learner looks at text on paper then away (often while repeating aloud or silently the chunk of information to be remembered), then back at paper again, then away, with little or no variation, in an attempt to gradually get the text to "stick" in memory.<sup>32</sup> It means that

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<sup>30</sup> Ahmad Izzan, *Methodologi Pembelajaran Bahasa Inggris*, (Bandung: Humaniora, 2008), p.86- p.87

<sup>31</sup> Diane Larsen-Freeman, *Technique and Principles in Language Teaching* (12<sup>th</sup> Edition), (New York : Oxford University Press, 2000), p.47

<sup>32</sup> Timothy M. Harris, *Text and Dialogue Memorization in English Language Learning*, (Osaka: Sangyo University, 2008), p. 149

the students will likely stare at the page with furrowed brow, hoping that the words or images will stick in their mind.

Based on explanation above, the researcher concluded that dialogue memorization is a kind in teaching speaking that drills the students to be able to speak English fluently by memorize the dialogue, but it is ineffective way to teach speaking because it involves no actual "thinking" or processing no creativity, no imagination, no analysis, no logic, no thinking about the material .

#### **b. Advantages of Dialogue Memorization**

The advantages of dialogue memorization technique based on Jankowsky are as follows:

- a. Utilizing the grammar and learned vocabulary in the dialogue memorization
- b. The students will be acting out lively way when students memorize dialogue and present them in front of the class.
- c. The students will use fluency, natural, intonation, and correct pronunciation for a meaningful presentation.
- d. The students can learn much by watching their classmate performance.<sup>33</sup>

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<sup>33</sup> Kurt R. Jankowsky, *Scientific and Humanistic Dimensions of Language*, (Washington: John Benjamins Company, 1985), p. 88



Based on the statements above, by using dialogue memorization the students will be drilled to pronounce the dialogues very well which can be guided by the teacher, after that the students must be able to memorize the dialogue and practice it fluently in front of the class.

### **c. Disadvantages of Dialogue Memorization**

Disadvantages of dialogue memorization technique according to Nicholson: The key of memorizing dialogue is “go one line at a time”. It is not helpful to just blaze through huge chunks of dialogue; doing job of memorization a little harder later on.<sup>34</sup> When the students are doing the dialogue memorization, they should lower of the noisy voice and pay attention to performance in front of the class. It will make the class condusively and the classroom activities will run well. Therefore, the students also should choose the simple dialogue in order to make them understand easily the content of the dialogue.

### **d. Procedure of Teaching Speaking Using Dialog Memorization**

The procedure of teaching speaking through dialogue memorization:

1. Firstly, the teacher explains about description material and introduces about the dialogue memorization technique.

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<sup>34</sup> Joshua Nicholson, *Acting Lesson: Memorization*. Available at [www.e-jurnal.org](http://www.e-jurnal.org). Accessed on February ,17<sup>th</sup> 2018,p.3

2. Secondly, the students first hear a model dialogue (either read by the teacher or on tape) after that the students take the role of one person in the dialogue, and the teacher the other. The teacher pays attention to pronoun, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate.
3. Thirdly, switch roles and memorize the other person's part. The dialogue is memorized gradually, line by line.
4. Then, the dialog is read aloud in chorus, one half saying one speaker's part and the half responding. The students do not consult their book throughout this phase.
5. Next, this acted out by the students. The students may make dialogue in pair and the students perform the dialogue for the rest of the class.
6. Follow-up activities may take place in the language laboratory, where further dialog and drill work is carried out. It may be the next performance and the teacher gives evaluation about the students' performance.<sup>35</sup>

Based on those procedures, dialogue memorization is a technique that consists only of conscious exposure to the material, mental concentration, and of course repetition, the very nature of which is often tedious. Individuals have varied success with this approach, and some find memorizing a text extremely difficult.

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<sup>35</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (2<sup>nd</sup> Edition), (Cambridge:Cambridge University Press,2001), pp.64-65

## **B. Frame of Thinking**

Based on the preliminary research, it was found out that the students got difficulty when they learned speaking or when they had to speak. This is because the teacher did not use effective and interesting technique to teach them speaking. Consequently, they got bored and found difficulties to understand the lesson given by the teacher. In other words, it can be said that they are not motivated to learn speaking. On the other side, they might think that the teacher was not competent and uncreative in teaching speaking.

In Buzz group technique, the students works in groups by explaining materials that are given. All member in group contribute their ideas, so they have to work together to explore and pour their ideas in the form of speaking. In addition, the activity offered in buzz group technique was interesting so that the students feel the new atmosphere in classroom and were interested in learning speaking.

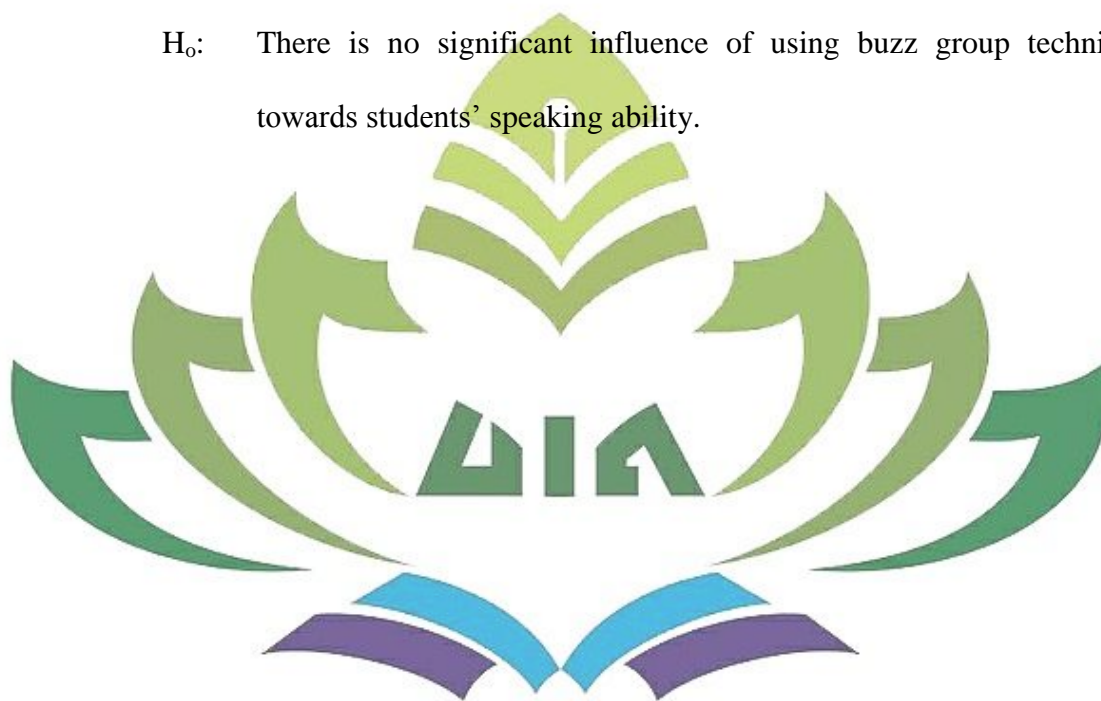
In realization to the teaching of speaking and referring to the frame of the theories mentioned before, the researcher assumes that buzz group technique is a suitable technique for teaching speaking because the students get more opportunity to speak.

### C. Formulation of Hypotheses

Based on the theories and frame of thinking, the researcher proposed the following hypotheses:

H<sub>a</sub>: There is a significant influence of using buzz group technique towards students' speaking ability.

H<sub>o</sub>: There is no significant influence of using buzz group technique towards students' speaking ability.





## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In conducting the research, the researcher used quantitative research based on the experimental research, the researcher used an experimental design. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>1</sup>

The researcher used quasi experimental research design. This design was used because if the writer randomly assigns the students to classes, it would disrupt classroom learning.<sup>2</sup> Quasy experimental design can be devided into two main categories, one of them is pretest-posttest control group design.<sup>3</sup> This research used quasy experimental pre-test post-test.

Creswell states that in quasy experimental design we can apply pre-test and post-test group design approach.<sup>4</sup> In addition, a pre-test provides a measure on some attributes or characteristics that you assess for participants in an experiment and control class before they receive treatment. Meanwhile, post test is assess for

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<sup>1</sup> Donald Ary, *et al.*, *Introduction to Research in Education*, (8<sup>th</sup> Ed), (Belmont: Wadsworth. Cengage Learning, 2002), p.301

<sup>2</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4<sup>th</sup> Ed), (Boston: Pearson Education, 2012) p.309.

<sup>3</sup> Donald Ary, *et al.*, *Op. Cit.*, p.60

<sup>4</sup> John W. Creswell, *Op. Cit.*, p.310

participants after giving the treatment. The experimental class was treated with buzz group technique and in the control class with dialogue memorization technique from the teacher.

The research design is as follows:

$$\begin{array}{rcll} G_1 \text{ (Random)} & = & T_1 & X & T_2 \\ G_2 \text{ (Random)} & = & T_1 & O & T_2 \end{array}$$

Where:

$G_1$  : Experimental Class (which receives the treatment of Buzz Group Technique)

$G_2$  : Control Class (which is taught by using Dialogue Memorization Technique)

$T_1$  : Pre-test (this was given to see the students' Speaking Ability)

$T_2$  : Post-test (this was given after treatment to see the result after applying the treatment)

X : Treatment by using Buzz Group Technique

O : Treatment by using Dialogue Memorization<sup>5</sup>

## B. Research Variable

The independent variable in this research was used buzz group technique that is symbolized by (X), and the dependent variable was students' speaking ability that is symbolized by (Y)

## C. Operational Definition of Variable

The operational definitions of the variables of this research as follows:

### 1. Independent Variable (X)

Buzz group is one of the discussion technique in which students are divided into several groups to response the question that are given. The aim is to make

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<sup>5</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta:Graha Ilmu,2006),p.142

students have enough information and time to think what they want to talk, before any of them are asked to speak in public.

## 2. Dependent Variable (Y)

Speaking ability is their verbal intelligence in producing language naturally to achieve the communicative competence, in this case the students were requested to speak based on certain picture which is measured by five criteria: grammar, vocabulary, fluency, pronunciation and comprehension.

## D. Population, Sample and Sampling Technique

### 1. Population

The population in social science research refers to all of your potential participants.<sup>6</sup> According to Ary *et al.*, state that the larger group about which the generalization is made is called a population.<sup>7</sup> In this case, the population of this research was the tenth grade of SMAN 1 Cukuh Balak Tanggamus in the academic year of 2018/2019. The numbers of students are 122 distributed in 4 classes.

**Table 2**  
**Population of the Students**  
**at the Second Semester of the Tenth Grade of SMA N 1 Cukuh Balak Tanggamus in the Academic Year of 2018/2019**

No	Class	Gender		Number of Students
		Male	Female	
1	X .IIS 1	10	17	27
2	X. IIS 2	7	20	27
3	X. MIA 1	16	18	34
4	X. MIA 2	18	16	34

<sup>6</sup> James B. Schreiber and Kimberly Asner-Self, *Educational Research, The Interrelationship of Question, Sampling, Design and Analysis*, (New Delhi: John Wiley and Sons Inc, 2011), p.83.

<sup>7</sup> Donald Ary, *et al.*, *Op Cit.*, p.148

<b>Total</b>	<b>51</b>	<b>71</b>	<b>122</b>
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*Source: The Documents of SMAN 1 Cukuh Balak Tanggamus*

## 2. Sample

Sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population.<sup>8</sup> In this research, the researcher took two classes as the sample of the research, one class as control class and one class as experimental class.

## 3. Sampling Technique

In taking sample, the researcher used cluster random sampling technique. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>9</sup> The researcher was conducted the research at the tenth grade consists of four classes. The steps in determining the experimental class and control class as follows:

1. The researcher wrote all the classes of the tenth grade on the piece of paper.
2. Then, put them into a glass.
3. After that, the researcher shook the glass and took one of the pieces of the paper. For the first paper as the experimental class and another paper is for the control class.

<sup>8</sup> John W. Creswell, *Op.Cit.*, p.142

<sup>9</sup> Jack R. Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (8<sup>th</sup> ed), (New York: McGraw-Hill Companies, Inc,2009),p.95.



### **E. Data Collecting Technique**

The researcher used test as a technique to collect the data. Some tests that had been conducted to collect the data, they were:

1. Pretest, was done for the students in the experimental class and control class to find out the students' speaking ability before the treatment.
2. Post-test, was done for the students' both control class and experimental class to know the influence of the treatment toward students' speaking ability.

### **F. Research Instrument**

In this research, the instrument was an instruction of having dialogue between two students for experiment and control class. The dialogues were about describing people, tourism place and historical place. The researcher provided 15 pictures, in which each topic has five pictures. The researcher invited two students in front of the class, then gave pictures in each student, after students having the pictures, the researcher asked the students to do the dialogue in front of the class and the researcher recorded the students' conversation maximally three minutes.

### **G. Research Procedure**

The procedure of this research are as follows:

1. Determining the subject of the research

The subject of the research was the first semester in the tenth grade of SMAN 1 Cukuh Balak Tanggamus.

## 2. Determining the sample

In taking the sample of the research, the researcher used cluster random sampling. The researcher chooses two classes as the sample of the research; one class as the experimental class and other one as the control class.

## 3. Selecting the material

The researcher determined the material that was taught to the students of tenth grade of SMAN 1 Cukuh Balak Tanggamus. The materials were about describing people, tourism place and historical place.

## 4. Doing pre-test to get the data

It was given to the students in the experimental class and control class in order to find out the students' speaking ability before the treatment.

## 5. Conducting the treatment

The researcher was given the material in three meetings for the experimental class. In treatment, the researcher as the teacher was taught the students by using buzz group technique. Meanwhile, in the control class, the teacher was taught the students by using dialogue memorization technique.

## 6. Doing the post-test to get the data

The researcher was conducted the post-test after the treatments. By giving the post-test, the researcher know the student's improvement of speaking ability or not. The test includes was an oral test.

## 7. Analyzing the result of post-test

The researcher was analyzed the data to find out whether the technique that used is effective or not.

## H. Speaking Assessment Scale

Assessment is used for correct placement in a class, to pre-test and post-test, and to evaluate students. Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is not easy. Nevertheless, it does not mean speaking test cannot be measured in correct way. Beside, it is nearly impossible for the students to speak as good as native speakers. They cannot speak using native accent and speak as fast as native speakers. That is why the researcher chooses the oral rating sheet that proposed by Brown. According to Brown, there are five components are generally recognized in analyses of the speech process, they are: grammar, vocabulary, comprehension, fluency and pronunciation.<sup>10</sup>

**Table 3**  
**The Rating Sheet Score**

No	Criteria	Rating Score	Comments
1	Grammar	1.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
		2.	Can usually handle elementary constructions quite accurately but does not have thought or confident control of grammar.
		3.	Control of grammar is good. Able to speak the language with

<sup>10</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York:Longman, 2003),pp. 172-173

			sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
		5.	Equivalent to that of an educated native speaker
2.	Vocabulary	1.	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word
		4.	Can understand and participate in any conversation within the range on his experience with a high degree of precision of vocabulary.
		5.	Speech on all levels is fully accepted by educated native speakers in all its feature including breath of vocabulary and idioms, colloquialism, and pertinent cultural references.
3.	Comprehension	1.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speed repetition, or paraphrase.
		2.	Can get the gist of most conversations of non-technical subject (i.e. topics that require no specialized knowledge)



		3.	Comprehension is quite complete at a normal rate on speech
		4.	Can understand any conversation within the range of his experience
		5.	Equivalent to that of an educated native speaker
4.	Fluency	1.	No specific fluency description. Refers to other four language areas for implied level of fluency
		2.	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information
		3.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5.	Pronunciation	1.	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
		2.	Accent is intelligible though often quite faulty
		3.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4.	Errors in pronunciation are quite rare..
		5.	Equivalent to and fully accepted by educated native speakers.

Source: H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, pp.172-173

Criteria for score:

5 = Excellent

4 = Very good

3 = Good

2 = Average

1 = Poor

Maximal score = 25

$$\text{Students' score} = \frac{\text{getting score}}{\text{maximal score}} \times 100. \text{ }^{11}$$

## I. Validity

According to Arikunto, he says that validity is measurement, which shows the degree of instrument.<sup>12</sup> An instrument can call valid when it can measure what is want to be measured. To know the validity of the test, the researcher used content and construct validity.

### 1. Content Validity

Content validity is the extent in which the instrument' question and the scores are representative to all the possible question which is usually asked about the content skills.<sup>13</sup> Content validity can be found by relating the material of the test with the curriculum for SMA/MA. In this case, the researcher gives the test to the sample based on the current curriculum in the school.

To get content validity of speaking ability test, the researcher tries to arrange the material based on the objective of teaching in the school based on the

<sup>11</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013),p.45

<sup>12</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010), p.102

<sup>13</sup> John W. Creswell, *Op.Cit.*, p.618

curriculum for tenth grade of SMAN 1 Cukuh Balak Tanggamus then the researcher consulted the instrument to the English teacher of SMAN 1 Cukuh Balak Tanggamus, to make sure that the instruments valid.

## 2. Construct Validity

According to Mujis, Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring. Once again, this is related to our theoretical knowledge of the concept we are wanting to measure.<sup>14</sup> It means that refresh to assumption, showing the measurement is used contains correct operational definition, which is based on the theoretical concept. In other words, construct validity is focused on the kind of the test which is used to measure the ability. In this research, the researcher will administer a speaking test. The scoring covers five aspects of speaking that are adapted from Brown. They are grammar, vocabulary, comprehension, fluency and pronunciation. The researcher consulted the instrument to the English teacher of SMAN 1 Cukuh Balak Tanggamus, Ms. Silahana, S.Pd to make sure the instruments valid.

## J. Reliability

In this research, the researcher used inter-rater reliability. Inter-rater reliability of the test is used when the scores on the test estimated by two or judges of rate, in this case students were scoring by the teacher and the researcher. The researcher

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<sup>14</sup> Daniel Mujis, *Doing Quantitative Research in Education with SPSS*, (London: Sage Publications, 2004), P.68

asked the students to describe people and place in front of the class maximally three minutes. The researcher recorded the speaking test and compared with the teacher' assessment. The statistically formula for counting the inter-rater reliability can use pearson product moment. The formula is as follows:

$$r_{xy} = \frac{\sum x_1 y_1 - (\sum x_1)(\sum y_1)}{\sqrt{n \sum x_1^2 - (\sum x_1)^2} (n \sum y_1^2 - (\sum y_1)^2)}$$

Notes:

n: the number of sample

$R_{xy}$ : the correlation between x and y

$x_1$ : the number of x score (odd items)

$y_1$ : the number of y score (even score)

$x_2$ : the number of squares of x scores

$y_2$ : the number of squares of y scores

xy: the total number of x and y

Furthermore, to know the degree of the level of reliability, the researcher consulted the criteria of reliability as follows:

Reliability coefficient 0.800 until 1.000 is very high

Reliability coefficient 0.600 until 0.800 is high

Reliability coefficient 0.400 until 0.600 is fair

Reliability coefficient 0.200 until 0.400 is low

Reliability coefficient 0.000 until 0.200 is very low.<sup>15</sup>

From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for pre-test and post-test has a high reliability because the result of the

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<sup>15</sup> Suharsimi Arikunto, 2010, *Op Cit.*, p.142.



reliability amount to 0.994 it means that reliability of the the test in this research were reliable. (see appendix 12)

## K. Data Analysis

In analyzing the data, the researcher used normality test, homogeneity test and hypothetical test, but before the researcher count the hypothetical test, the researcher must count the normality and homogeneity test first.

### 1. Pre requisite Test

#### a. Normality Test

The researcher used normality test to know whether the data had a normal distribution or not. Here, the test of *lilifors* was used.

The procedures to get the normality test were:

1. Arranging the sample's data from the lowest until the highest
2. Determining the average rates of x by formula:

$$\bar{x} = \frac{\sum X_i}{n}$$

Notes:

$x_i$ : the score achieve by students

$n$ : the total of students

3. Determining Varian ( $S^2$ ) by formula:

$$S^2 = \sqrt{\frac{nx^2 - (\sum x_i)^2}{n(n-1)}}$$

Notes:

$x_i$ : the score achieve by students

$n$ : the total of students

4. Determining the score of Z from each data by using the following formula:

$$Z = \frac{x_i - \bar{x}}{s}$$

Where:

$S$  : Standard of Deviation

$x_i$  : Single datum

$\bar{x}$  : Coefficient of single datum

5. Determining the probably of each Z score with  $f(Z)$  by using

If  $Z > 0$ , then  $f(Z) = 0.5 + \text{table score}$

If  $Z < 0$ , then  $f(Z) = 1 - (0.5 + \text{table score} (SZ))$

6. Counting the cumulative frequency of Z score (SZ)
7. Determining the  $L_o$  score with the highest score to compare to the  $L_t$  score from the table *liliefors*.
8. The hypotheses for the normality test formula are:
 

$H_o$  : The data are normally distributed

$H_a$  : The data are not normally distributed.
9. The criteria are as follows:

$H_o$  is accepted if  $L_{\text{observed}}$  is lower than  $L_{\text{critical}}$ , means that the data are in normal distribution

$H_a$  is accepted if  $L_{\text{observed}}$  is higher than  $L_{\text{critical}}$ , means the data are not in normal distribution.

### b. Homogeneity Test

The homogeneity test was done in order to know the resemblance among population, whether the variance of the data in the experimental class and in the control class were homogenous or not. The homogeneity test used the test of two variances of *fisher test*.

The formula is:

$$F = \frac{S_1^2}{S_2^2}$$

Where:

F : Homogeneity

$S_1^2$  : The highest variance

$S_2^2$  : The lowest variance.<sup>16</sup>

The hypotheses for the homogeneity test formulated as follows:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

While the criteria for acceptance or rejection of homogeneity test is as follows:

$H_0$  is accepted if  $F_{\text{observed}} \leq F_{\text{critical}}$

$H_a$  is accepted if  $F_{\text{observed}} > F_{\text{critical}}$

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<sup>16</sup> Sudjana, *Metode Statistika*, ( Sixth Ed), (Bandung: Tarsito, 2005), p.466

### c. Hypothetical Test

After the researcher knew that the data was normal and homogenous, the data was analyzed by using *t-test* in order to know the significance of the treatment effect.

This test used T-test to analyze the data. The t-test formula is:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{M_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

t = t-test

M<sub>x</sub> = mean of experimental class

M<sub>y</sub> = mean of control class

∑x<sup>2</sup> = average deviation in experimental class

∑y<sup>2</sup> = average deviation in control class

N = subject in sample

With df = N<sub>x</sub>+N<sub>y</sub>-2.<sup>17</sup>

The criteria of the test are as follows:

H<sub>a</sub> is accepted if t<sub>observed</sub> > t<sub>critical</sub>

H<sub>o</sub> is accepted if t<sub>observed</sub> ≤ t<sub>critical</sub>

In this case, the researcher used the level of significance α 0.05.

The hypotheses of the research are:

H<sub>a</sub>: There is a significant influence of using buzz group technique toward students' speaking ability at the first semester of the tenth grade of SMAN 1 Cukuh Balak Tanggamus in the academic year of 2018/2019

<sup>17</sup> Anas Sudijono, *Pengantar Statistika Pendidikan* ( Jakarta: Rajawali Pers, 2010), p.317



$H_0$ : There is no significant influence of using buzz group technique toward students' speaking ability at the first semester of tenth grade of SMAN 1 Cukuh Balak Tanggamus in the academic year of 2018/2019



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Data Description**

This research was aimed to know whether there is any influence of Buzz Group technique towards students' speaking ability at the first semester of tenth grade of SMA N 1 Cukuh Balak Tanggamus in the academic year of 2018/2019. The total number of the sample was 68 students, two classes were chosen as control and experimental class.

The instrument of this research was speaking oral test. There were at least two tests in this research, they were pre-test and post-test. Pre-test was conducted previously on Monday, July 30<sup>th</sup> 2018 at 09.00 A.M for class X MIA 1 as the experimental class and X MIA 2 as the control class at 1. 00 P.M. The pre-test was administrated in order to know the students' speaking ability before the treatment.

Before doing the post-test the researcher did the treatments for experimental class, the treatments were held on Wednesday, August 1<sup>st</sup> 2018 until Wednesday, August 15<sup>th</sup> 2018. After conducting the three meetings of treatments using Buzz Group technique, the researcher gave the post-test to the sample. The post-test was conducted on Thursday, August 16<sup>th</sup> 2018 at 09.00 A.M for class X MIA 1 as experimental class and X MIA 2 as the control class on Monday, August, 20<sup>th</sup> at 09.00 A.M.

## **B. Description of the Treatment**

### **1. Description of the First Treatment**

The first treatment on August, 1<sup>st</sup> 2018, the students looked nervous. The students were not interested when the researcher said about speaking. They assumed that it was very difficult to express their ideas because they were lack of vocabulary, did not want to try speaking and they were low of motivation. Before the researcher taught using Buzz Group technique, the researcher showed a picture of Sule as a brainstorming. The researcher asked students' opinion about Sule's appearance such as; What is he like? What color is his hair? What's his nose like? What color is his eyes?. Only few students who response to the questions in English, most of them answer the questions using bahasa Indonesia. After the students response to the picture, the researcher explained about descriptive text and language features of descriptive text. Once the students understood about descriptive text, the researcher introduced Buzz Group technique as a new technique in learning speaking.

### **2. Description of the Second Treatment**

The second treatment on August, 8<sup>th</sup> 2018 for this session, it was better than first because the students did not look nervous anymore. The researcher started the teaching learning process with explained of materials. The researcher reviewed about descriptive text include language features of descriptive text. After that, the researcher remind the students about Buzz Group technique and explained again the steps in doing discussion using Buzz Group technique. In this treatment, the

researcher gave a topic about tourism place. The last session of this lesson, the researcher asked students to perform the result of discussion in front of the class.

### **3. Description of the Third Treatment**

The third treatment on August, 15<sup>th</sup> 2018 for this session, it was better than the second because they felt enjoyable with the materials of speaking. In this session the researcher gave the new topic it was about historical place. The result, students were very interested in giving opinion.

## **C. Result of the Research**

### **1. Result of the Pre-Test**

At the first meeting, the researcher conducted pre-test in order to find out the students' speaking ability before getting the treatment. The researcher administered pre-test in experimental class and control class.

It can be seen from the pre-test score of students' speaking ability in control class, the mean score 61.7, median score was 62 and mode score was 68, variance of the data was 34.2, and standard deviation score 5.8. The highest score was 72 and the lowest score was 50. (See Appendix 8)

In the experimental class, the mean score was 63.6, median score was 64 and mode score was 64, variance of the data was 25.6 and the standard deviation score was 5.1, the highest score was 72 and the lowest score was 56. (see appendix 8).



## 2. Result of the Post-Test

The researcher conducted the post-test to the sample after conducting the three meetings of treatment. The researcher conducted post-test in order to find out the students' speaking ability after getting the treatment by using buzz group technique.

It can be seen from the post-test score of students' speaking ability in control class, the mean score 63.7, median score was 64 and mode score was 64, variance of the data was 24.5, and the standard deviation score was 5.0. The highest score was 72 and the lowest score was 56. (see appendix 8)

In experimental class, the mean score was 67.5, median score was 68 and mode score was 68, variance of the data was 22.9, and the standard deviation score was 4.8. The highest score was 74 and the lowest score was 60. (see appendix 8).

### D. Result of Data Analysis

#### 1. Result of Normality Test

In this research, the writer used *lilifors* formula to test the normality of the data.

The hypotheses for normality test formulated as follows:

$H_0$  = Data have normal distribution

$H_a$  = Data do not have normal distribution

The test criteria:

$H_0$  is accepted if  $L_{\text{observed}} \leq L_{\text{critical}}$ . It means that the data are normal distribution.

$H_a$  is accepted if  $L_{\text{observed}} > L_{\text{critical}}$ , it means the data are not in normal distribution.

**Tabel 4**  
**Normality of the Control and Experimental Class**

Class	Pre-test		Post-test		Conclusion
	$L_{\text{observed}}$	$L_{\text{critical}}$	$L_{\text{observed}}$	$L_{\text{critical}}$	
Control	0.1147	0.1497	0.1462	0.1497	Normal
Experimental	0.1407	0.1497	0.1468	0.1497	Normal

Based on the table 4. It can be seen that in control and experimental class, shown  $L_{\text{observed}} \leq L_{\text{critical}}$ . The researcher concluded that the data in both classes were normal distribution. (see appendix 10).

## 2. Result of Homogeneity Test

$H_0$  : Data have the homogenous variances

$H_a$  : Data do not have homogenous variances

The criteria for homogeneity test:

$H_0$  is accepted if  $F_{\text{observed}} \leq F_{\text{critical}}$

$H_a$  is accepted if  $F_{\text{observed}} > F_{\text{critical}}$

**Table 5**  
**Homogeneity Tests**

	<b>Biggest Variant</b>	<b>Smallest Variant</b>	<b>F<sub>observed</sub></b>	<b>F<sub>critical</sub></b>	<b>Conclusion</b>
Pre-test	34.2139	25.5686	1.3381	1.84	Homogenous
Post-test	24.9162	22.8627	1.0898	1.84	homogenous

From the data gained the homogeneity test for pre-test is 1.3381 while the dk (33; 33) so  $F_{critical}$  is 1.84. it can be seen that  $F_{observed}$  is lower than  $F_{critical}$  ( $F_{observed} \leq F_{critical}$ ) it means that the variance of the data of pre-test in both control and experimental class were homogenous (see appendix 11 A).

The homogeneity test for post-test is 1.0898 while the dk (33;33)  $F_{critical}$  is 1.84. it can be seen that  $F_{observed}$  is lower than  $F_{critical}$  ( $F_{observed} \leq F_{critical}$ ) it means that the variance of the data of post-test in both control and experimental class were homogenous (see appendix 11 B)

### 3. Result of Hypothetical Test

The hypotheses are:

$H_0: \mu_1 \neq \mu_2$  (there is an influence of using buzz group technique towards students' speaking ability).

$H_a: \mu_1 = \mu_2$  (there is no an influence of using buzz group technique towards students' speaking ability).

The criteria of the test as follows:

$H_a$  is accepted if  $t_{observed} > t_{critical}$

$H_0$  is accepted if  $t_{observed} \leq t_{critical}$

In this case, the researcher used the level of significant  $\alpha = 0.05$ .

**Table 6**  
**T-test of Pre-Test and Post-Test in Experimental Class and Control Class**

Pre-Test and Post-Test	N	$t_{\text{observed}}$	$t_{\text{critical}}$	Conclusion
	68	4.9820	2.00	There is an Influence

Based on the table 6 it was obtained that  $t_{\text{test}}$  is 4.8920 while the df (number of sample from both control and experimental class subtracted by 2) is 66. So, the result of level of significant 0.05 is 2.00. From this table it can be seen that the result of  $t_{\text{test}}$  is  $t_{\text{observed}} > t_{\text{critical}}$   $H_a$  is accepted because  $4.8920 > 2.00$ . Then it can be assumed that there is an influence of using Buzz Group technique towards students' speaking ability (see appendix 12).

From the previous explanation, it can be seen that the speaking score of the students after being treated by using buzz group technique are higher than dialogue memorization technique.

## **E. Discussion**

From the result of the calculation, it showed that students' post-test in experimental class was higher than in the control class. It means that Buzz Group technique influence students' speaking ability including grammar, vocabulary, comprehension, fluency and pronunciation. Moreover, it is along with the previous research done by Refita Indah, that Buzz Group technique could improve the aspect



of students' speaking ability including accent, grammar, vocabulary and comprehension.

According to Barkley, Buzz Group is one of teaching techniques especially for speaking. Buzz Group is a good technique in teaching speaking because the students have more time to think what they want to talk. Another explanation, based on Harmer, the stress level of students' performance in speaking will reduce when using Buzz Group technique. Therefore, Buzz Group technique can be adjusted to the needs of students in improving students' speaking ability. As we know, students' speaking ability is students' capacity to express their ideas, opinion, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension.

Related to Buzz Group technique, Refita Indah as previous researcher had conducted this technique in teaching speaking. In her research, she said that buzz group technique could improve students' speaking ability including grammar, accent, fluency, pronunciation and comprehension. Another research done by Sengbounthan, she also applied Buzz Group technique in teaching speaking. She states that the students get good speaking ability after being taught using Buzz Group. The students' speaking ability improved and was significantly better than before teaching using Buzz Group. So, it is clear that Buzz Group technique could improve students' speaking ability.

There were some differences and similarities between previous researches and present research. In the first previous research done by Refita Indah, the research had been done at MA Dar-El Hikmah Boarding School, Tampan Pekan Baru and the material was about Spoof Text. The research done by Sengbounthan, the research had been conducted at Nong Bone Public High School in Laos and used buzz group to improve students' speaking ability in a classroom action research and using Procedure Teks as a material. Meanwhile, in this research, the researcher conducted the research at SMAN 1 Cukuh Balak Tanggamus and the material was about Descriptive Text (People, Tourism Place and Historical Place). Because it is accordance with the syllabus for SMA and taught at the first semester of the tenth grade of SMAN 1 Cukuh Balak Tanggamus.

Buzz Group has influence students' speaking ability. There were some reasons why students' speaking ability improved and was significantly better than before using Buzz Group. It might due to in Buzz Group technique the students get more opportunities to speak, the students asked and answered the questions actively and the students gained confidence to speak because they were speaking in private rather than to the whole class.

However, in doing the research, the researcher found some problems such as; the students were very noisy when the discussion time. So the researcher had to raise the voice in remaining the time. There was not enough time for students to do the task. So, the students asked for more time. From those problems the researcher found

some solutions, such as; the researcher asked the students to minimize the volume of their voice in order to hear the researcher' voice, so that they can do the task effectively. The researcher kept reminding the students about the time.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing the data, the researcher drew a conclusion as follows:

There is a significant influence of using Buzz Group technique towards students' speaking ability. The result of data calculation in the previous chapter where null hypotheses ( $H_o$ ) was rejected and ( $H_a$ ) was accepted, it means that Buzz Group can give an influence towards students' speaking ability. It was supported by the score achieved by the students in which they got higher score after the researcher gave the treatment (buzz group) as a technique in teaching speaking. It can be proved from the hypotheses test. In hypotheses test,  $H_a$  was accepted and  $H_o$  was rejected. The result of t-test at significance degree 5% and  $df=66$  is 2.00, while the value of  $t_{observed}$  is 4.9820.

The average score of post-test also showed that the result of pre-test in the experimental class (67.47) was higher than the result of post-test in the control class (63.58). it was also proved that buzz group technique can improve students' speaking ability.

#### **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestions to:



## 1. English Teacher

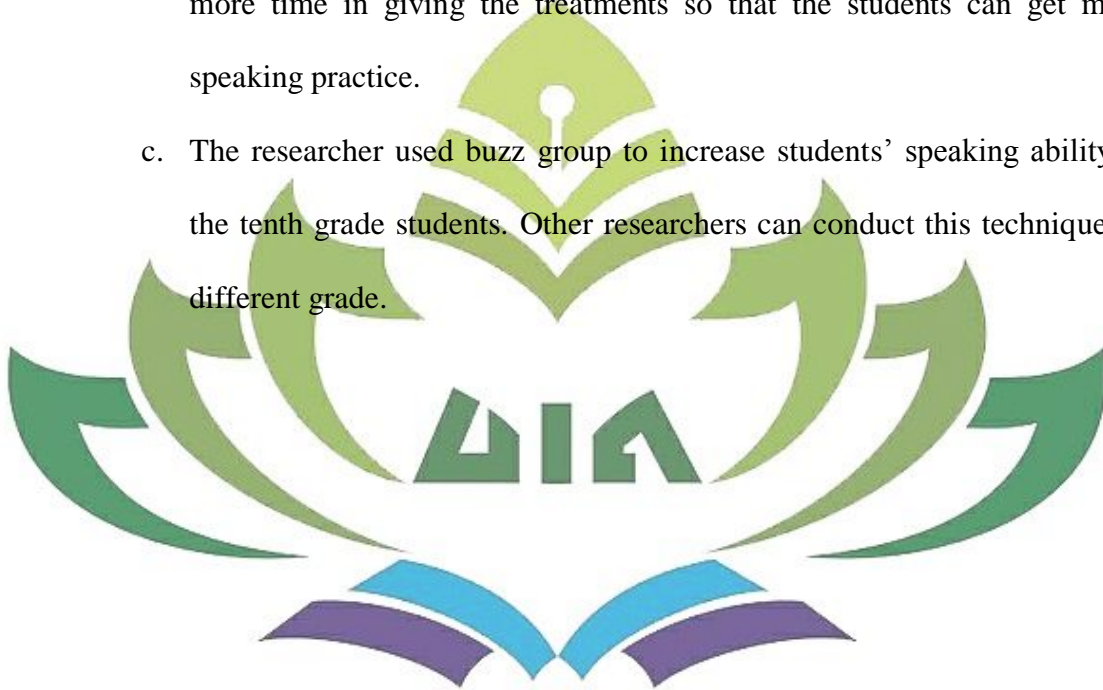
- a. The researcher found out that buzz group could increase students' speaking ability, it means that using buzz group technique in teaching process is a good technique that can be applied in the tenth grade of SMAN 1 Cukuh Balak especially to teach speaking.
- b. The teacher should give more chances to the students to be more active, and let the students to do several practices such as giving an opinion in a small group and let the students report the result of discussion in front of the class.
- c. The teacher should put the students into a group so that they can get more speaking practice. By putting the students into a group they can be stimulated to speak. Consequently the students' speaking ability will improve.

## 2. Students

- a. The students should pay attention about the time limit given by the teacher in doing the discussion, so they can use the time effectively.
- b. The students should give more their opinion in doing the discussion so they can improve their confidence in speaking in English.

### 3. The Next Researcher

- a. The writer applied buzz group technique to increase students' speaking ability. Therefore, it is suggested for the next researcher to use buzz group in other skills such as reading skill, or writing skill.
- b. The treatments were done in three meetings. Other researchers can spend more time in giving the treatments so that the students can get more speaking practice.
- c. The researcher used buzz group to increase students' speaking ability in the tenth grade students. Other researchers can conduct this technique on different grade.



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